The Collins Writing Program

The Five Types of Writing

Writing @ Benowa

TYPE THREE TO FIVE
'LEARNING TO WRITE'

TYPE ONE AND TWO
'WRITING TO LEARN'

Type Five Writing

- Type Five Writing is a composition that is **as perfect as possible**. It is meant to be posted, published, displayed, and shared with an audience, usually outside of the classroom.
- Writing of this calibre **requires multiple drafts** and is evaluated by all of the standards of the writing process.

Type Four Writing

Type Four Writing is Type Three Writing that has been read out loud and critiqued by another.

Type Four Writing is Type Three Writing that is read aloud by the author and self-edited, **read aloud by a peer and peer edited**, and **rewritten before it is submitted to the teacher**.

- Step 4. Students **read** their first drafts out loud to themselves simultaneously and **edit** it.
- Step 5. Students swap their written response. Their writing is **read aloud by a peer and peer edited.**
- Step 6. Students do a **second draft** and can **rewrite and edit** their writing again.
- Step 7. Students **underline or colour code** each of the FCAs. **Number any FCAs which have a quota.** **The teacher's **evaluation is limited to the focus correction areas.***

Type Three Writing

Writing that has substantive content and meets up to three specific standards called **Focus Correction Areas** (FCAs). Type Three assignments must create a **draft, read it out loud**, and review it. It is evaluated on the Focus Correction Areas.

- Step 1. The writing type is listed at the top of the page
- Step 2. Three Focus Correction Areas (FCAs) are listed at the top of the page and the points assigned to each.
- Step 3. Students **write** their response to the question or prompt provided under a time constraint.
- Step 4. Students **read** their first drafts out loud to themselves simultaneously and **edit** their writing.
- Step 5. Students **underline or colour code** each of the FCAs. **Number any FCAs which have a quota.**

The teacher **evaluates the writing according to the focus correction areas.*

Type Two Writing

Type Two writing assignments ask for definitions, facts, explanations, opinions supported with details, evaluative comments or new applications. It must be clear and have a definite answer. Evaluated with a check (✔) or minus (-).

- In Type Two Writing the evaluation criterion is that the content must be **clear and correct** because **no points are deducted** for spelling, punctuation and capitalisation.
- Graded for **content only not conventions**

Type One Writing

Timed and requires a minimum number of items or lines, a quota. Questions and/or guesses are permitted. Evaluated with a check (✔) or minus (-).

- Type One follows the rules of brainstorming. Students must write a **specified amount** in a **specified time.**
- Type One Writing could be: *a list, reflection, learning log or response journal, a graphic organiser or chart.*

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